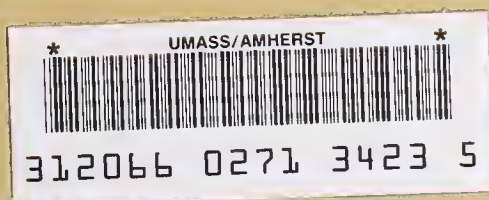


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Department of Education

February 1972



REPORT

of

LOCAL EDUCATIONAL AGENCY

on

EDUCATIONAL GOALS for MASSACHUSETTS

Government Documents
Collection
SEP 22 1972
University of Massachusetts

(Guidelines and Forms)

Submitted on or before June 1, 1972

School System: _____

Code Number: _____

School Committee Chairman: _____
Signature Date

Advisory Committee Chairman: _____
Signature Date

Superintendent: _____
Signature Date

B O A R D O F E D U C A T I O N

Mrs. Rae Cecilia Kipp, Chairman

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Allan R. Finlay

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Neil V. Sullivan
Commissioner of Education

Members Ex Officiis:

Edward C. Moore, Chancellor of the Board of Higher Education

William C. Gaige, Director of Research, Advisory Council on Education

CONTENTS

	<u>PAGE</u>
Introductory Letter - Neil V. Sullivan Commissioner of Education.....	1
Educational Goals for Massachusetts Excerpts.....	3
Guidelines.....	4
Reporting Forms.....	7
Four Questions.....	8
Pathways.....	30
Citizen Advisory Committee.....	33
Appendix.....	34
Glossary.....	35
Cooperative Design for Assessment and Evaluation in Massachusetts.....	36
Examples.....	43



The Commonwealth of Massachusetts
Department of Education
182 Tremont Street, Boston 02111

OFFICE OF THE COMMISSIONER

February 1, 1972

TO: Members of School Committees
Superintendents of Schools

FROM: Neil V. Sullivan, Commissioner of Education

SUBJECT: Report of Local Educational Agencies on the Educational Goals
for Massachusetts

The communication of November 19, 1971, from the Massachusetts Board of Education, which accompanied the document, Educational Goals for Massachusetts, reaffirmed our commitment to the "results approach" strategy for education in Massachusetts. Planning priorities were reiterated and attention focused to the implementation of the goals as the course of action at the State and local levels. The Massachusetts Department of Education is sending a booklet of guidelines and forms to assist the local educational agencies in initiating a specific plan for attaining these educational goals.

The booklet is intended to collect information which will require school committees and superintendents of schools of the Commonwealth to review their policies and programs, in the light of the educational goals. Specifically, the responses will assist in a self-evaluation which leads to more efficient management methods, provide a feedback relative to special needs so that the Department of Education attains a basis for rational management decisions, provide the Department of Education with a sense of the prevailing climate in which education is taking place and provide a vehicle for community involvement which is so essential to the development of a responsive educational system.

The development and implementation of local plans relative to the goals also include the development of the design of assessment and the ultimate development of performance objectives. To this end, an initial design for assessment and evaluation has been developed by the Department of Education and is included in the appendix of the reporting booklet to show the relationship of a goal and the assessment design as they are currently envisioned. This plan for cooperative assessment and evaluation is intended to be a process subject to change of direction and emphasis. Mutual experiences year by year at the State and local level aided by community participation will help determine the continual evolution of the assessment and evaluation program.

Please be assured of the total commitment of the Department of Education to assist and advise if necessary in the development and implementation of local plans relevant to the goals. It is hoped that through our combined efforts you will be able to complete the booklet and return it to my office by June 1, 1972.

W. V. Sullivan



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EDUCATIONAL GOALS FOR MASSACHUSETTS

EXCERPTS

"Our top priority project...to define the educational results we are seeking..."

"The Results Approach to Education suggests a strategy for stimulating the significant and comprehensive changes which we believe are necessary-- it focuses on the results to be achieved and judges activities in this light. Our top priority project must be to define the educational results we are seeking and provide ways of measuring the accomplishments of school systems and schools in terms of student output in all dimensions of educational quality. This measurement of results will be difficult, but it can and must be done." [Genesis, page 16.].

"To humanize...a major concern..."

"The school as a unique public institution has stimulated and should continue to stimulate intellectual enjoyment and to enhance cognitive learning, particularly through the development of problem-solving, decision-making, and organizational skills. The need for schools simultaneously to humanize the educational process is of major concern for parents, teachers, administrators, and the young people attending our educational institutions. Stronger emphasis should be placed upon more effective personal interaction at all levels and upon a more individualized approach to the teaching-learning process." [Pathways, page 14.].

"To seek the full participation of...the general citizenry..."

"You are encouraged to seek the full participation of parents, young people and the general citizenry on your planning and implementation process. In order to facilitate their cooperation we are distributing copies of the EDUCATIONAL GOALS FOR MASSACHUSETTS to all school principals, to appropriate civic organizations, the Commissioner's Youth Advisory Council, the Massachusetts Teachers' Association and the Massachusetts Federation of Teachers." [Board of Education, Letter, November 19, 1971].

G U I D E L I N E S

THE REPORTING SYSTEM:

The reporting system consists of FOUR basic questions. Responses must relate directly to specific goal-oriented achievements. ALL FOUR questions must be answered for EACH GOAL.

A program or policy of significant impact may be cited more than once when it is relative to more than one goal.

It is possible that a school system is now offering, or is planning to offer, a program that is oriented toward a goal not here represented. Additional space is provided for goals unique to an individual school system. Please respond to all FOUR questions concerning each goal described in this way.

FOUR QUESTIONS:

1. What policies and programs are presently in operation that serve as a means of attaining this goal?
2. To what extent have these policies and programs succeeded relative to the attainment of this goal? What criteria were used in making this evaluation?

(Please use the following value scale for response to this question: Very much satisfied; satisfied; uncertain; dissatisfied; very much dissatisfied.)

(State evaluative technique used, such as: standardized norm referenced tests, criterion referenced tests, teacher tests, public testimony, personal observation, consultant or research results, subjective conclusions, etc. If standardized test used, give specific name of test.)

3. What new programs will be instituted in the 1972-73 school year to attain this goal?
4. Given additional funds, what new programs would be initiated in the 1972-73 school year to attain this goal?

(Please list in priority order program needs and projected enrollment figures in response to this question.)

Sample responses are given, using GOAL VI as an EXAMPLE. Additional examples are provided in the Appendix. Please be advised that these are merely cited by way of suggesting goal-oriented programs and policies that may be considered. Far more innovative practices are in operation in many school districts than are here used as samples.

Assistance in filling out this workbook is available by contacting the Regional Office of the Department of Education nearest your school district.

TWO copies of this workbook are mailed in this package---please RETURN one copy to the Department of Education, Office of the Commissioner; RETAIN one copy for further use.

G U I D E L I N E S

GOAL VI: RESPECT FOR THE COMMUNITY OF MAN.

Education should provide each learner with knowledge and experience which contribute to an understanding of human similarities and differences and which advance mutual respect for humanity and for the dignity of the individual."

Question One: What policies and programs are presently in operation that serve as a means of attaining this goal?

1. The school system participates in METCO and received 12 black students from Boston or 1/2 % of secondary school population.
2. Minority studies are integrated into social studies and English curricula K-12.
3. Afro-American literature course has been introduced in the Grade 10 English curriculum.
4. Portuguese is offered as an elective along with such language electives as Spanish and French in secondary school.

Question Two: To what extent have these policies and programs succeeded relative to the attainment of this goal? What criteria were used in making this evaluation?

1. Satisfied. To date, only 2 students have dropped out of METCO since operation began, September, 1970, All 5 METCO graduates have gone on to college.
2. Uncertain. No Method of measuring effect of minority studies.
3. Satisfied. Teacher-made tests indicate 99% successfully complete course.
4. Dissatisfied. Small enrollment in all language classes; only 5% potential enrollees chose this course.

GOAL VI: RESPECT FOR THE COMMUNITY OF MAN.

"Education should provide each learner with knowledge and experience which contribute to an understanding of human similarities and differences and which advance mutual respect for humanity and for the dignity of the individual."

Question Three: What new programs will be instituted in the 1972-73 school year to attain this goal?

Question Four: Given additional funds, what new programs would be initiated in the 1972-73 school year to attain this goal?

1. Establish 2 bilingual classes for the Portuguese-speaking in the early elementary grades during the transitional period of acculturation.

1. Establishment of administration and faculty exchange program with inner city school systems for top level understanding of student body in each. Teachers in suburbia learn to interact with students in classroom situations in inner city, and vice versa.

2. Establishment of a "third year student exchange program" with inner city school system.

3. Develop a year round series of cultural events for visiting student teams to travel state-wide performing in the schools. Such performing arts will use themes of cultural and ethnic roots. Panel discussions, rap sessions, debates as well as music, art, theatrical performances shall be included.

REPORTING FORMS

GOAL I: PHYSICAL AND EMOTIONAL WELL-BEING

Education should contribute to the learner's physical and emotional well-being, especially to a sense of personal worth and to a capacity for influencing one's own destiny.

1. What policies and programs are presently in operation that serve as a means of attaining this goal?
What criteria were used in making this evaluation?
2. To what extent have these policies and programs succeeded relative to the attainment of this goal?
What criteria were used in making this evaluation?



COAL I: PHYSICAL AND EMOTIONAL WELL-BEING

Education should contribute to the learner's physical and emotional well-being, especially to a sense of personal worth and to a capacity for influencing one's own destiny.

3. What new programs will be instituted in the 1972-73 school year to attain this goal?
4. Given additional funds, what new programs would you initiate in the 1972-73 school year to achieve this goal?

GOAL II: BASIC COMMUNICATION SKILLS

Education should develop in each learner the basic skills needed for communication, perception, evaluation, and conceptualization of ideas. Among the most important are reading, writing, speaking, listening, visual and computational skills.

1. What policies and programs are presently in operation that serve as a means of attaining this goal?
2. To what extent have these policies and programs succeeded relative to the attainment of this goal?
What criteria were used in making this evaluation?

GOAL II: BASIC COMMUNICATION SKILLS

Education should develop in each learner the basic skills needed for communication, perception, evaluation, and conceptualization of ideas. Among the most important are reading, writing, speaking, listening, visual and computational skills.

3. What new programs will be instituted in the 1972-73 school year to attain this goal?
4. Given additional funds, what new programs would be initiated in the 1972-73 school year to attain this goal?

GOAL III: EFFECTIVE USES OF KNOWLEDGE

Education should provide for each learner access to man's cultural heritage, stimulate intellectual curiosity, and promote intellectual development.

1. What policies and programs are presently in operation that serve as a means of attaining this goal?
What criteria were used in making this evaluation?
2. To what extent have these policies and programs succeeded relative to the attainment of this goal?
What criteria were used in making this evaluation?

GOAL III: EFFECTIVE USES OF KNOWLEDGE

Education should provide for each learner access to man's cultural heritage, stimulate intellectual curiosity, and promote intellectual development.

3. What new programs will be instituted in the 1972-73 school year to attain this goal?
4. Given additional funds, what new programs would be initiated in the 1972-73 school year to attain this goal?

GOAL IV: CAPACITY AND DESIRE FOR LIFELONG LEARNING

Education should foster and stimulate in each learner the natural desire for lifelong learning and should develop the skills necessary to fulfill that desire.

1. What policies and programs are presently in operation that serve as a means of attaining this goal?
2. To what extent have these policies and programs succeeded relative to the attainment of this goal?
What criteria were used in making this evaluation?

GOAL IV: CAPACITY AND DESIRE FOR LIFELONG LEARNING

Education should foster and stimulate in each learner the natural desire for lifelong learning and should develop the skills necessary to fulfill that desire.

3. Given your current budget, what new programs will be instituted in the 1972-73 school year to attain this goal?
4. Given additional funds, what new programs would be initiated in the 1972-73 school year to attain this goal?

GOAL V: CITIZENSHIP IN A DEMOCRATIC SOCIETY

Education should provide each learner with a knowledge and understanding of how our society functions in theory and in practice; education must also foster individual commitment to exercise the rights and responsibilities of citizenship and to protect the rights of others.

1. What policies and programs are presently in operation that serve as a means of attaining this goal?
2. To what extent have these policies and programs succeeded relative to the attainment of this goal?
What criteria were used in making this evaluation.

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3. What new programs will be instituted in the 1972-73 school year to attain this goal?
4. Given additional funds, what new programs would be initiated in the 1972-73 school year to attain this goal?

GOAL VI: RESPECT FOR THE COMMUNITY OF MAN

Education should provide each learner with knowledge and experience which contribute to an understanding of human similarities and differences and which advance mutual respect for humanity and for the dignity of the individual.

1. What policies and programs are presently in operation that serve as a means of attaining this goal?
2. To what extent have these policies and programs succeeded relative to the attainment of this goal?
What criteria were used in making this evaluation?

GOAL VI: RESPECT FOR THE COMMUNITY OF MAN

Education should provide each learner with knowledge and experience which contribute to an understanding of human similarities and differences and which advance mutual respect for humanity and for the dignity of the individual.

3. What new programs will be instituted in the 1972-73 school year to attain this goal?
4. Given additional funds, what new programs would be initiated in the 1972-73 school year to attain this goal?

GOAL VII: OCCUPATIONAL COMPETENCE

Education should provide the learner with the skills, experience and attitudes, and the guidance for initial job placement; it is equally important for the learner to develop a capacity to adapt to changing conditions.

1. What policies and programs are presently in operation that serve as a means of attaining this goal?
2. To what extent have these policies and programs succeeded relative to the attainment of this goal?
What criteria were used in making this evaluation?

Code No. _____

School System _____

NDE No. _____

GOAL VII: OCCUPATIONAL COMPETENCE

Education should provide the learner with the skills, experience and attitudes, and the guidance for initial job placement; it is equally important for the learner to develop a capacity to adapt to changing conditions.

3. What new programs will be instituted in the 1972-73 school year to attain this goal?
4. Given additional funds, what new programs would be initiated in the 1972-73 school year to attain this goal?

GOAL VII: UNDERSTANDING OF THE ENVIRONMENT

Education should provide each learner with knowledge and understanding of the social, physical, and biological worlds and the balance between man and his environment and should develop attitudes and behavior leading to intelligent use of the environment.

1. What policies and programs are presently in operation 2. To what extent have these policies and programs that serve as means of attaining this goal? succeeded relative to the attainment of this goal?

What criteria were used in making this evaluation?

GOAL VIII: UNDERSTANDING OF THE ENVIRONMENT

Education should provide each learner with knowledge and understanding of the social, physical, and biological worlds and the balance between man and his environment and should develop attitudes and behavior leading to intelligent use of the environment.

3. What new programs will be instituted in the 1972-73 school year to achieve this goal?
4. Given additional funds, what new programs would be initiated in the 1972-73 school year to attain this goal?

GOAL IX: INDIVIDUAL VALUES AND ATTITUDES

Education should expand and advance the humane dimensions of all learners, especially by helping them to identify and cultivate their own spiritual, moral, and ethical values and attitudes.

1. What policies and programs are presently in operation that serve as a means of attaining this goal?
2. To what extent have these policies and programs succeeded relative to the attainment of this goal?
What criteria were used in making this evaluation?

GOAL IX: INDIVIDUAL VALUES AND ATTITUDES

Education should expand and advance the humane dimensions of all learners, especially by helping them to identify and cultivate their own spiritual, moral, and ethical values and attitudes.

3. What new programs will be instituted in the 1972-73 school year to attain this goal?
4. Given additional funds, what new programs would be initiated in the 1972-73 school year to attain this goal?

GOAL 2: CREATIVE INTERESTS AND TALENTS

Education should provide each learner with varied opportunities to nurture interests, to discover and to develop natural talents and to express values and feelings through various media.

1. What policies and programs are presently in operation that serve as a means of attaining this goal?
2. To what extent have these policies and programs succeeded relative to the attainment of this goal?
What criteria were used in making this evaluation?

GOAL X: CREATIVE INTERESTS AND TALENTS

Education should provide each learner with varied opportunities to nurture interests, to discover and to develop natural talents, and to express values and feelings through various media.

3. What new programs will be instituted in the 1972-73 school year to attain this goal?
4. Given additional funds, what new programs would be initiated in the 1972-73 school year to attain this goal?

Additional Goal:

1. What policies and programs are presently in operation that serve as a means of attaining this goal?
2. To what extent have these policies and programs succeeded relative to the attainment of this goal?
What criteria were used in making this evaluation?

Additional Goal:

3. Given your current budget, what new programs will be instituted in the 1972-73 school year to attain this goal?
4. Given additional funds, what new programs would be initiated in the 1972-73 school year to attain this goal?

PATHWAYS

EDUCATIONAL GOALS FOR MASSACHUSETTS recognizes the total environment of the learner and the many pathways to his growth and development.

The Pathway statements have been reproduced on the following two pages. A value scale is used after each statement to assess the school district's attitude and/or degree of acceptance of each statement:

Strongly Agree (SA); Agree (A); Neutral (N); Disagree (DA);

Strongly Disagree (SD).

SA A N D SD

PATHWAYS

The educational system should accord dignity to the learner by respecting him as a person by individualizing instruction in a manner which allows him to work according to his ability and to satisfy his need to succeed by encouraging him to develop his own value system which is tempered with a sensitivity to his obligations to others; by freeing his creative nature and by aiding him to develop his thought processes in a realistic atmosphere.

SA	A	N	D	SD

The educational system should encourage use of the physical and personnel resources of the surrounding geographical area and eliminate or reduce time and place restrictions and constraints which inhibit student progress.

SA	A	N	D	SD

The educational system should expand the role of the teacher from that of a transmitter of knowledge and information to that of a facilitator of and partner in learning, possessing the competence for the necessary tasks.

SA	A	N	D	SD

The educational system should understand how the teacher in personal interaction with students influences their well-being and their personal values.

SA	A	N	D	SD

The educational system should recognize the crucial nature of the supportive role of administrators in working with teachers.

SA	A	N	D	SD

The educational system should supply, in coordination with local, regional, state, and federal agencies, those supportive pupil personnel services needed to foster individual development and to contribute to the social welfare, particularly those services related to mental and physical health.

SA	A	N	D	SD

The educational system should respond to the needs and concerns of all the people while working toward a student-centered educational process and seek broad support-financial and otherwise-to the fulfillment of this end.

SA	A	N	D	SD

CITIZEN ADVISORY COMMITTEE

Please list the names of all citizens who were active on the
Citizen Advisory Committee in the completion of this document.

Citizen Advisory Committee Chairman _____

Date of last Committee Meeting _____

Code No. _____ School System _____ MDE No. 000 _____

APPENDIX

GLOSSARY

Accountability

The quality or state of being subject to judgement for an action or result which a person has been given authority and responsibility to perform or bring about.

Activity

An activity is a specific set of tasks oriented to the attainment of one or more specified objectives and is treated as a definite, specific, measurable entity, to be performed by specified individuals or organizational units, to be maintained at a specified rate and volume of performance and intended results.

Educational Assessment

A process which results in the determination of educational needs.
(see Need)

Evaluation

The process of measuring and judging the extent to which programs and activities are effective in achieving the stated goals and objectives.

Goal

A statement of broad direction, general purpose, or intent. A goal is general and timeless and is not concerned with a particular achievement within a specified time period.

Need

The situation which occurs when what is actually happening is below that which is expected.

Objective

A desired accomplishment which can be measured within a specified time and under specified conditions. The attainment of the objective advances the system toward a corresponding goal.

Planning

Planning is the selection and identification of the overall goals of the organization and the analysis of various possible courses of action in terms of relative costs and accomplishments or benefits for the purpose of aiding the decision-making process in the selecting of courses of action.

Policy

A policy is a governing principle, plan or course of action.

Program

A program consists of one or more related activities directed at attaining one or more related objectives.

COOPERATIVE
DESIGN FOR ASSESSMENT
AND
EVALUATION
IN
MASSACHUSETTS

Commonwealth of Massachusetts
Department of Education

INTRODUCTION

The Massachusetts Department of Education has embarked on a long-range, cooperative effort to create a design in collaboration with local communities which the total educational community can use to (1) assess the learning needs of individual students and groups of students and (2) to evaluate the effectiveness of local and State educational programs.

This plan for cooperative assessment and evaluation is meant to be a viable, living process subject to change of direction and emphasis. None of what follows is meant to be rigid or final. Mutual experiences year by year at the State and local level, aided by community participation and reaction, will help determine the continual evolution of the assessment and evaluation program.

Local school systems and the Department itself have been collecting data and assessing educational performance for many years; but the initial involvement of the Department in comprehensive, state-wide assessment occurred only recently with the implementation of the fourth-grade testing program in January, 1971. This state-wide testing generated detailed study of assessment needs; as a result, initial plans have been developed, and the Board of Education presents these for the consideration of the Commonwealth's professional and lay publics concerned with the progress of public education.

In the process of developing these plans, many people inside and outside of the Department were involved. A staff task force worked out an initial proposal, which was then shared with several publics for their reactions. Ultimately, in November and December of 1971, more than a hundred superintendents, principals, and teachers were given the document to read and react to in individual conferences with Department staff. Many of the suggestions coming from the field are reflected in the present plan.

The plan has the following facets:

1. Identification of needs of children, youth, and society in general.
2. Establishment of goals for education consistent with these identified needs.
3. Development of assessment and evaluation activities to measure learner achievement and program success in terms of the goals.
4. Repetition of the above three-step cycle through the redefinition of goals and the revision of programs.

In short, we need to coordinate the several efforts that all of us are engaged in at varying levels now into a concerted, systematic state-wide approach to educational assessment and evaluation. The result can only be increased efficiency at all levels of education and more sophisticated techniques and results.

IMMEDIATE EMPHASIS--1971-72

The Board of Education and the Department devoted considerable attention to identification of needs and establishment of goals during the 1970-71 school year. This activity has resulted in publication of a document entitled, Educational Goals for Massachusetts, which sets forth in considerable detail broad goals for our public schools.

Pursuant to these goals, Department staff have developed a second year of assessment activities as a part of the long-range design on which this document is an interim report. These activities, which have been initiated with the involvement and cooperation of local administrators and staff, are summarized as follows:

1. Pilot assessment activities identifying techniques to assess physical and social behavior and conceptual developmental needs in early childhood education.
2. Repetition of the fourth-grade aptitude/basic skills achievement battery on a 10 percent sample of eighth grade pupils. A second picture of basic skills would further validate or qualify data obtained on fourth grade pupils during the 1970-71 academic year.
3. Because of frequent requests of school personnel that the Department consider assessment in areas other than the basic skills--affective behaviors, attitudes, values--study is now underway involving the examination of a number of instruments which might be used in demonstration or pilot activity to attempt measurement in these particular complex areas.
4. Criterion reference testing in the areas of science and citizenship at grade seven on a 10 percent sample basis. Such activity would involve adaptation of tests to individual school systems in light of their specification or selection of objectives. This would be an initial step in an emphasis on evaluation throughout the Commonwealth.

While specific assessment activities are given above for immediate 1971-72 attention by MDE personnel, these and subsequent activities in the area of evaluation must be directed toward the recently specified Goals. To this end, Commissioner Sullivan has designated a Design Task Force whose major mission will be to recommend content and directions for the next eight years of the Massachusetts Design. The Task Force membership includes broad representation from the educational (including higher education) and lay communities. Paramount in their discussions will be the development of norms and methods of comparisons--for comparisons between and among communities will be an essential aspect of state evaluation.

FUTURE DIRECTIONS

The Task Force will continue to exercise leadership in implementing the process described in the four-step cycle identified earlier. It will also continue to invite representatives from the public and private

sectors to join with the Department in a cooperative effort to select and develop assessment measures, interpret and analyze test results; redefine needs and goals, and plan change strategies.

In concert with the above, Task Force activities during the next several years will include the following:

1. Assessment and evaluation instruments will be developed by the Department with assistance from various professional groups for utilization in extensive sampling and pilot assessment activities. Such instruments will measure both the cognitive and, as feasible, the affective aspects of the learning process.
2. A sustained effort will be exerted to (1) collect objective data (test results, etc.), (2) analyze data previously stored in R and D bank, (3) expand data capacity for describing educational conditions and programs, and (4) increase quantity of responses by various publics to opinion surveys and attitude measures designed to assess public reaction to the status of education in the Commonwealth.
3. Data collected from assessment instruments will be analyzed and interpreted in relation to state-wide educational goals. Data analysis and interpretation will also reflect the contributions of the cognitive and affective domains to the learning process.
4. Norms and procedures will be developed for utilization in making comparisons between and among schools and school districts in respect to the quality of educational opportunities and programs. Since school committees must be accountable to the lay public as they continue to seek financial support, comparisons will be an essential component of State Assessment activities.
5. Department assessment plans will be articulated to interested educators through such activities as the Superintendents' Round Tables, Regional Center workshops, and other regional and state conferences sponsored by various professional organizations.

REPORTING RESULTS

In the final analysis, the Commissioner of Education, as Chief State School Officer, and the superintendents of schools, as chief local school officers, are held accountable for assessment of educational needs and evaluation of educational programs in the Commonwealth. Neither can take these responsibilities lightly, and it is clear that both will be challenged, in the 1970's as never before, to make wise and effective use of the data obtained from assessment and evaluation activities. To meet this challenge, the Department and the local school districts must work in close cooperation to define precisely the broad purposes for assessment and evaluation and the nature and scope of the state-wide activities to be conducted in the decade ahead. As a starting point for planning, the following four broad purposes for assessment and evaluation are offered:

1. To gather data to permit local school officials to compare their needs and the effectiveness of their programs with the needs and results obtained by other school systems in the Commonwealth.

Systematic collection of data should improve the capacity of local school administrators to determine priorities and reallocate resources, and should also strengthen the local administrator in his efforts to obtain additional resources for the public schools.

2. To gather data to enable the Department of Education to provide more effective assistance to local school systems.

Illustrative of this purpose are the follow-up activities now being conducted by the Department in relation to the 1970-71 fourth-grade testing program. Department staff have visited twenty-nine schools with high positive difference scores in reading, language, and arithmetic, and have prepared a report for school administrators identifying program factors which may be associated with high achievement in basic skills. Now Department staff will be visiting schools with scores within the range of the first stanine to discuss with local administrators ways the Department may assist these schools in improving student cognitive skills.

3. To gather data to help the Department improve allocation of State resources and to help the Department win support for providing additional State resources for our public schools.

It is highly likely that the Commonwealth's share of the cost of public school programs will be increasing in the near future, and it is also possible that our present formula for allocating State resources to public school systems may be altered significantly. With such changes under consideration, it is imperative that we have state-wide data to insure that any new systems proposed effectively provide equal educational opportunity for all children in the Commonwealth.

4. To gather data to promote individualization of evaluation and reporting techniques and individualization of instruction.

During the next ten years, the trend of assessment and evaluation activities should move from analysis of schools and school systems to emphasis on means to enhance individualization of instruction. This direction will undoubtedly result in quite different reporting, placing emphasis on learner achievement in light of definable objectives and behaviors, and will require application of sophisticated technology for recording, compiling, and summarizing achievement data.

After reaching agreement on the broad purposes for assessment and evaluation activities, both the Department and the local school districts must together design a long-range assessment and evaluation program to move us toward improving the educational environment for all Massachusetts children.

It is the Department's position that questions about the establishment of criteria, the nature of comparisons, and the methods of obtaining data must be resolved by the total educational family. Comparisons and evaluations will inevitably be made on a regional and state-wide basis, but only after consultation with and input from all the publics concerned.

ASSESSMENT TECHNIQUES AND THE GOALS

There is no single test instrument that will allow educators to measure precisely the status of the individual pupil and group accomplishments, especially in the area of the effective domain. Consequently, the State Board of Education urges educators to use a multiple approach including the use of standardized tests, teacher-made tests, pupil inventories, behavioral objectives, and performance criteria.

Listed below are the Educational Goals for Massachusetts recently adopted by the Massachusetts Board of Education. Illustrations are given for selected Goals of the kinds of techniques we will cooperatively develop for all the Goals for (1) measuring the status of accomplishment of both individual students and groups of students and (2) indicating in some measure the worth of the educational programs that the students have been exposed to.

1. Physical and Emotional Well-Being
2. Basic Communication Skills
3. Effective Uses of Knowledge
4. Capacity and Desire for Lifelong Learning
5. Citizenship in a Democratic Society
6. Respect for the Community of Man
7. Occupational Competence
8. Understanding of the Environment
9. Individual Values and Attitudes
10. Creative Interests and Talents

Development of Physical and Emotional Well-Being

Techniques:

1. Sample physical examination and health record data from Massachusetts school systems.
2. Administer health knowledge tests at various curricular levels.
3. Conduct pilot or demonstration projects testing the validity of behavioral rating and self-concept attitude scales as well as analyzing pupil interaction and social behaviors through such techniques as anecdotal records, sociograms, and human relations studies.
4. Apply teacher-pupil interaction scales to determine the social and emotional climate of education.

Acquisition of Basic Communication Skills

Techniques:

1. Expand aptitude/achievement measures consistent with the fourth-grade philosophy at elementary and selected secondary school levels.
2. Expand efforts in communication skills testing to measure application of communication skills in both oral and written communication beyond measurement of mechanics.
3. Expand testing in the area of mathematics beyond the fourth-grade arithmetic level to measure mastery levels in various facets of mathematics with particular emphasis on career developmental needs and lifelong learning.
4. Analyze curricular data, enrollments, and pilot achievement testing in specialized English areas and in foreign language.

Development of Occupational Competence

Techniques:

1. Define objectives, develop evaluative instruments, and conduct follow-up studies of graduates of vocational programs.
2. Conduct studies similar to these in comprehensive high schools throughout the State as well as in specific vocational institutions and compare approaches to determine if differences in rate and quality of learning are definable.

Understanding of the Environment

Techniques:

1. Administer general science survey evaluation instruments and specialized science achievement instruments to various school population samples.
2. Do research on advanced placement programs in science and mathematics for public school students and evaluate the effectiveness of such offerings.
3. Do research on and evaluate student participation in various conservation and ecology activities both in and outside of school.

This assessment program will evolve over the next few years. Gradually, it is expected that a delineated data bank will be developed for the analysis of the educational offerings of any school and community in the light of these goals.

EXAMPLES

GOAL IV: CAPACITY AND DESIRE FOR LIFELONG LEARNING

(EXAMPLE)

Education should foster and stimulate in each learner the natural desire for lifelong learning and should develop the skills necessary to fulfill that desire.

1. What policies and programs are presently in operation that serve as a means of attaining this goal?
 1. Seven classes in evening practical arts, four in carpentry, three in cake decorating.
2. To what extent have these policies and programs succeeded relative to the attainment of this goal? What criteria were used in making this evaluation?
 1. Very successful.
Programs are over-subscribed.
Adult attendance excellent.
 2. Uncertain.
Attendance erratic.
Difficult to recruit students.

GOAL IV: CAPACITY AND DESIRE FOR LIFELONG LEARNING

(EXAMPLE)

Education should foster and stimulate in each learner the natural desire for lifelong learning and should develop the skills necessary to fulfill that desire.

3. Given your current budget, what new programs will be instituted in the 1972-73 school year to attain this goal?
 4. Given additional funds, what new programs would be initiated in the 1972-73 school year to attain this goal?
 1. Offer three additional courses in evening practical arts (ceramics, sewing, and tailoring).
 2. Comprehensive evening vocational programs (auto mechanics, welding, electronics).
 3. Academic courses on high school and college level.

GOAL VIII: UNDERSTANDING OF THE ENVIRONMENT

(Example)

Education should provide each learner with knowledge and understanding of the social, physical, and biological worlds and the balance between man and his environment and should develop attitudes and behavior leading to intelligent use of the environment.

1. What policies and programs are presently in operation that serve as a means of attaining this goal?

2. To what extent have these policies and programs succeeded relative to the attainment of this goal?

What criteria were used in making this evaluation?

- | | |
|---|--|
| 1. Mini-courses on environmental awareness and community involvement. Student participation, 300 students. | 1. Very successful - Letters to local editor as well as to teachers indicate awareness. |
| 2. Outward Bound - Type programs to provide Total Living Experiences in the Outdoors. Student participation, 50 students. | 2. Successful - On written questionnaire pupils indicated they felt more confident about survival out-of-doors. |
| 3. Camping experiences for elementary school children. Student participation, 200 students. | 3. Very successful - Oversubscribed - Evaluative tests given similar to scouting and YMCA tests of achievement. |
| 4. Interdisciplinary approaches to solve urban pollution problems. | 4. Successful - Councilmen, school committee planners, and mayors have begun to hold regular meetings. Better coordination actually occurring-major decisions by a body only after consultation with other groups. |
| 5. ESEA Title III programs with specific environmentally oriented objectives. Student participation, 150 students. | 5. Successful - Surveys of pupils, teachers, and community show greater concern for environment |

Code No. _____ School System _____

MDE No. _____

GOAL VII: OCCUPATIONAL COMPETENCE

(EXAMPLE)

Education should provide the learner with the skills, experience and attitudes, and the guidance for initial job placement; it is equally important for the learner to develop a capacity to adapt to changing conditions.

3. What new programs will be instituted in the 1972-73 school year to attain this goal?

1. Reorientation of all Home Economics Programs towards objective for training for dual role of consumer-homemaker and wage-earner.

2. Occupational Programs, Grades 11 and 12, using existing Home Economics laboratories, school kindergartens, cooperating hospitals for practical experience.

(a.) Family Living Area

1. Child Care & Development, Pre-school Teacher Aide Programs

(b.) Food Area

1. Food Mgt., Production and Services Program.

2. Nutrition & Dietetic Asst. Program.

3. Health Service Assistant Program, Grade 11

(a.) Utilize facilities of biology/chemistry departments for related health services.

(b.) Alternate Grade 11, Utilize clinical facilities in Community; namely local health agencies, nursing homes, etc.

4. Given additional funds, what new programs would be initiated in the 1972-73 school year to attain this goal?

The following programs are those (recommended by Advisory Councils of appropriate areas:)

1. Ornamental Horticulture Program. Initiate program to meet local needs for skilled workers in following Industries; greenhouses, nurseries, sod farms, golf courses, public parks, out-door flower fields, retail wholesale firms, highway maintenance and tree farms. (Would serve 50 additional students.)

2. Coordinator and Staff for Career Development Program, Grades K-12, to include 100% of those enrolled.

(a.) To develop occupational awareness from K-6.

(b.) To explore job clusters, Grades 7 & 8.

(c.) To explore job clusters in-depth and select occupation, Grade 9 & 10.

(d.) Specialization in one cluster, Grade 11&12 also in-service training program for teachers in Career Development.

3. Coordinator and Staff to plan and develop health occupational clusters to include 60% of grades 9-12.

GOAL VII: OCCUPATIONAL COMPETENCE

(EXAMPLE CONT'D)

Education should provide the learner with the skills, experience and attitudes, and the guidance for initial job placement; it is equally important for the learner to develop a capacity to adapt to changing conditions.

3. What new programs will be instituted in the 1972-73 school year to attain this goal?

4. Given additional funds, what new programs would be initiated in the 1972-73 school year to attain this goal?

3. CONT'D

- (a.) Mental Health Aide
- (b.) Social Services Aide
- (c.) Geriatric Aide
- (d.) Nurses Aide
- (e.) Ecology Aide

4. Introduce Cluster Concept to Business and Office Education to fit area manpower needs and job mobility needs, grades 9-12.

4. Office simulation, word processing, scientific office procedures and cooperative office education in programs to service additional 100 students.

- (a.) Clerical
- (b.) Secretarial
- (c.) Record Systems and Controls
- (d.) Operations
- (e.) Administration
- (f.) Ownership

5. Coordinators of Cooperative Education for all existing Occupational Program areas to supervise student trainees receiving on-the-job-training.

5. Introduce Cluster Concept to Transportation Occupations to fit area manpower needs and job mobility needs, grades 10-12.

- (a.) Vehicle Operation
- (b.) Agents & Clerks
- (c.) Security & Inspection
- (d.) Signal Systems
- (e.) Dispatching Systems
- (f.) Equipment, Maintenance & Repairs
- (g.) Right of Way Maintenance & Repairs
- (h.) Structures Maintenance & Repairs

GOAL VII: OCCUPATIONAL COMPETENCE

(EXAMPLE)

Education should provide the learner with the skills, experience and attitudes, and the guidance for initial job placement; it is equally important for the learner to develop a capacity to adapt to changing conditions.

1. What policies and programs are presently in operation that serve as a means of attaining this goal?

2. To what extent have these policies and programs succeeded relative to the attainment of this goal?
What criteria were used in making this evaluation?

- | | |
|--|---|
| 1. Industrial Arts Programs, grades 4-9, Exploratory for Occupational Programs. | 1. Satisfied. 30% subsequently enroll in occupational programs. |
| 2. Auto Mechanics Programs, grades 10-12. | 2. 8. Satisfied. 95% graduate and employed in field within three months of graduation as determined by follow-up. |
| 3. Carpentry Programs, grades 10-12. | |
| 4. Metalworking Programs, grades 10-12. | |
| 5. Health Career Programs, grades 10-12. | |
| 6. Home Economics, grades 9-12. | |
| 7. Office Occupations, grades 9-12. | |
| 8. Distributive Education, grades 9-12. | |
| 9. Machine Shop Program, grades 10-12, <u>Disadvantaged</u> . | 9. Satisfied. 75% of the slow learners have achieved marketable skills. |
| 10. General Skills Programs for <u>Handicapped</u> : Building and Plant Maintenance, Auto Body, Practical Nursing Techniques, Food Preparation and Food Distribution Programs, grades 10-12. | 10. Satisfied. 85% of those who graduate are employed in field or related field within 3 months of graduation. |

GOAL VIII: UNDERSTANDING OF THE ENVIRONMENT

(EXAMPLE)

Education should provide each learner with knowledge and understanding of the social, physical, and biological worlds and the balance between man and his environment and should develop attitudes and behavior leading to intelligent use of the environment.

3. What new programs will be instituted in the 1972-73 school year to achieve this goal?

1. Elementary Level -
Institute American Association for the Advancement of Science (AAA) Program estimated 1000 students.

2. More mini-courses dealing with Community Environmental problems and attitudes - estimated involvement for 400 pupils.

3. Open campus approaches for secondary students using Environmental problems (pilot approaches) estimated involvement for 50 pupils.

4. More camping and outward bound type programs, estimated involvement for 150 pupils.

4. Given additional funds, what new programs would be initiated in the 1972 73 school year to attain this goal?

1. Greater expansion of newer programs listed in question #3 and expansion of pilot programs.

2. Given \$10,000 more, programs could be expanded to include 50% more students.

